DOCUMENT RESUME

ED 338 567 SP 033 322

AUTHOR Bauer, Norman J.
TITLE Professional Development Schools: A Reflective Analysis.
PUB DATE 19 Apr 91
NOTE 27p.; Paper presented at the Annual Spring Conference of the New York State Foundations of Education Association (Binghampton, NY April 19, 1991).
PUB TYPE Speeches/Conference Papers (150)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Educational Change; *Educational Environment; Educational Improvement; Elementary Secondary Education; *Foundations of Education; Higher Education; Models; *Preservice Teacher Education
IDENTIFIERS Holmes Group Report; *Professional Development Schools; *Reflective Thinking

ABSTRACT

This paper attempts to examine, in broad outline and from a reflective standpoint, the major attributes of professional development schools (PDS). The concept of reflection employed consists of five integrated components: biography, context, and end(s)-in-view, all bound together by the power of human transcendence and by the human capacity to construct contextual transactions. The paper explains briefly this concept of reflection, applies it to an analysis of PDS, and considers three likely implications for foundations of education of the efforts to establish such institutional structures. Three of the five components (biography, context, and end(s)-in-view) provide a framework for discussing the emergence of professional development schools as part of efforts to improve teacher education and teaching. "The Biography of Teacher Education" examines the evolution of teacher education in response to the political and social environment since the 1950s. "Context" discusses the proposals of the Holmes Group, as articluated in its report "Tomorrow's Teachers." "End-in-View" discusses the guiding principles of PDS as outlined in the second Holmes Group report, "Tommorrow's Schools." (IAH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED338567

PROFESSIONAL DEVELOPMENT SCHOOLS: A REFLECTIVE ANALYSIS

Norman J. Bauer

Professor of Education

State University of New York

Geneseo, New York

Annual Spring Conference

New York State Foundations of Education Association

Glenn G. Bartie Library

State University of New York at Binghamton

Binghamton, New York

April 19, 1991

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Norman J. Bauer

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

SP033322

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

PROFESSIONAL DEVELOPMENT SCHOOLS: A REFLECTIVE ANALYSIS

Norman J. Bauer
April 19, 1991

The schools in a democracy are rightly everybody's business.
Tomorrow's Schools [1]

The improvement of teacher education depends on the continuing development of systematic knowledge and reflective practice.
Tomorrow's Schools [2]

Purpose

My purpose in constructing this paper is to (I) briefly outline, with the use of a physical model (see appendix), the conception of reflection which guided my thinking as I developed this paper; (2) apply this conception of reflection to the analysis of Professional Development Schools; and to (3) consider three likely implications for the foundations of education of the effort to establish such institutional structures.

Reflection

The conception of reflection which will be employed in this paper consists of five integrated components, **biography**, **context**, and **end(s)-**

in-view, all bound together by the power of human **transcendance**, by the capacity of humans, individually and cummunally, to construct contextual **transactions**.

Biography, represented in the model with **B**, represents the experience each of us has, opaque to all but ourselves. **Context**, revealed by **C**, connected both with our biography and with the environmental conditions in which we find ourselves, represents the natural, emergent, indeterminate, unstable, uncertain individual and communal context which confronts each of us from moment to moment, causing us to suspend judgment, to look away from experience as we diagnose the conditions which we are encountering. **End(s)-in-view**, stipulated by **Ev**, represemts the goals, the values, the problems, the standards which humans have the capacity to construct and shape. The arc within which each of these components of our being is situated represents the power of **transcendance,** shown with the letter **T,** which humans and only humans have the power to exercise. Embedded within this power to construct and shape **transactions**, represented by **Tr,** the capacity to think transactively; that is, to draw on the natural, empirical, uncertain, fluid experiences which each of us encounter in our daily living, to relate these experiences both to our biographies and to our 'not yets', to construct

ends-in-view, to engage in critical analysis of alternatives which we generate in our context in light of both our biography and the end-in-view which we imaginatively construct, to consider the likely implications of these alternatives if acted upon, employing our end-in-view as the standard by which we critically judge the quality of each alternative, to act on and assess, reassessing and reconstructing, our decisions, our alternatives and/or our end-in-view, in view the success or failure of our efforts to achieve our end-in-view.

Biography of Teacher Education

Commencing in October of 1957 with the launching of Sputnik, followed almost immediately by the National Defense Education Act, we were confronted with an effort both to blame our public schools for what many claimed was their scandalous inability to develop the intelligence of our students which would enable us to cope with Soviet technology and with a concerted effort to improve the teaching of mathematics, science and foreign language. NDEA workshops abounded with teachers of these exalted subjects returning in droves to college campuses across the country at government expense to enhance and sharpen both their knowledge of their respective subjects and their pedagogical ability to transmit it to their students. If my memory serves me reliably, few

professors of education were involved in this effort; to many of the untutored they were pereceived, quite wrongly, to have been the cause of the dilemma. Instead, university scholars in these disciplines were to be the ones to whom classroom teachers would go to deepen their knowledge and hone their pedagagical skills. Implicit in this effort was the vision and anticipation of the need to purge our public schools of the misguided educational theory which many believed had been guiding the operation of our schools. Acquiring insight into the way in which the disciplines were organized, with particular stress on their respective organizing concepts, became a dominat factor in much of this movement. Bruner's *structure* became the password for practically everyone in education.

Subsequently, in rapid fire succession we experienced the breakdown in our society which Conant had so presciently anticipated in his Slums and Suburbs, the development of open space schools, of storefront academies, of ways in which schooling could be improved by drawing on the lived experience of students. This was the heydey of development of such institutions as Foxfire in Georgia, as Sudbury Valley in Framingham, Massachusettes, as the School Without Walls, initially in Philadelphia, later in a number of cities across the country, including Rochester, New York.

Legislation adopted during this period included the monumental Elementary and Secondary Education Act of 1965, the Education Professions Development Act of 1968 with its stress on performance based teaching and learning, an ideological movement destined to result in a reductionistic, oppressive, alienating impact on teacher preparation.

During the 70's we witnessed the adoption of Title IX, of P.L 94-142, of sustained efforts to implement the Human Rights Act of 1964, efforts designed to enhance the dignity of many of our oppressed minorities, women, the handicapped, blacks, by opening our societal doors to them in ways hitherto never considered.

The decade was capped off with the election of a president who was able somehow to capture the support of the vast majority in our country; a president whose capacity for self-deception probably has been exceeded by few others in that high office. July 31st, 1981, marked the date of adoption of the initial Reagan budget, a program of spending which was never examined by any legislative committee, which was saturated with penned-in corrections and modifications, which, very importantly, from the standpoint of subsequent educational policy, eliminated the ESEA act of 1964, adopting in its stead the Education Consolidation and Improvement Act (ECIA), organized in three chapters,

with its widely heralded stress on 'block' grants as opposed to the 'categorical' grants so deeply connected with the provisions of ESEA. Few recognized at the time, as do few today, the empasis in ECIA on the need to transmit federal tax monies to the states via a little known organizational structure known as the 'local educational agency'. This bureaucratic structure was designed specifically to make certain that nonpublic schools received an amount of money from the public treasury on the same basis as the public institutions. And so the pursuit of private schooling, of choice in schooling, had its foundation securely layed.

Shortly thereafter, during the spring of 1983, we had thrust at us the Bell document known as Risk.[3] Since then we have had one report after another, each attempting to identify ways in which the quality of our public schools could be improved.

What did most of these reform efforts have in common? Clearly many, though not all, were 'top-down' reform movements, emanating from various branches of government, from state education departments, from scholars in the disciplines wedded to university/college campuses. Teachers, administrators and, of course, their students, were perceived as functionaries, responsible for implementing prescribed programs and courses of study, as well as pedagogical practices, which they had had no

voice in generating and shaping. Occasionally exemplary islands of success emerged from these traditional, oppressive, frequently misguided efforts, though far more often school personnel found it possible to deflect these reforms.

These efforts, in other words, were parallel in structure with the tradtional way of perceiving schooling, with what I have referred to elsewhere at 'Discipline-Centered Schooling.'[4]

Context

Among these reports are two which have emanated from a particulary unique category of thinkers, deans of schools/colleges of education on what were purported to be the leading research institutions of higher education in our nation, who claimed to be deeply concerned with the generally low quality of teacher preparion in our country. In the fall of l983, with the support of the Johnson Foundation, a meeting of seventeen of these deans of education was convened. These were administrators who were interested in considering alternative ways of enhancing the quality of teacher education at their respective institutions. Collectively have come to be known as **The Holmes Group (HG).**

After much discussion the HG concluded that "undergraduate students must have a strong general/liberal education and they must major in academic subjects rather than education."[6] Prospective teachers would need to "demonstrate clear mastery of the school subjects they would teach."[4] Further, prospective teachers would not be recommended for certification "without a professional master's degree in education ... one that included a year of rigorous academic and clinical study, as well as a year's internship under the tutelage of Career Professional Teachers."[7]

Comprised then of the Deans of Schools of Education at some, though by no means all, of the leading research universities in the country, the HG published its initial report in which these ideas were developed, a manifesto entitled *Tomorrow's Teachers* (TT) in 1986.

This statement argued that the educational reform efforts up to that time had concentrated largely on subject matter competencies, on differentiated career opportunities, on clinical experiences. None of the reform proposals, TT claimed, had "addressed the central issue in the improvement of teaching - the professional stature of teachers." Importantly, TT emphasized that until we address the question of

'professional stature', we will find ourselves continuing "to attempt educational reform by telling teachers what to do, rather than empowering them to do what is necessary."[9] Taking the position that the improvement of teacher education would not take place without the "construction of a genuine profession of teaching",[10] and that, if lasting reform was to take place both in the preparation of teachers and in the quality of learning experienced by students attending our public schools, change could not be imposed from above. They argued instead that "changes in the structure and content of teacher education depend, over the long term, on strong linkages among policy-makers, scholars, and practitioners." [11] TT took the position then that significant and lasting reform of teacher education could only take place by establishing strong connections with public schools, by working closely with school systems, by attempting to shape legislation at the state level which would have a lasting impact on the teaching profession. To achieve their desire to pursue resolution of the problem of reconstructing the teaching profession, the HG committed itself to five major goals. (I) "To make the education of teachers intellectually sound;"[12] (2) "To recognize differences in knowledge, skill, and commitment among teachers;"[13] (3) "To create

relevant and defensible standards of entry to the profession of teaching;"[14] (4) "To connect schools of education with schools;" [15] and (5) "To make schools better places for practicing teachers to work and learn."[16]

In its initial major publication, [17] then, the HG committed itself to changing both the structure of teacher preparation and the working conditions within the public schools.

End-in-view

In 1990 the HG issued its second publication entitled *Tomorrow's Schools: Principles for the Design of Professional Development Schools* (TS)[18]. Arguing that schools of education must establish strong connections and enduring partnerships with the public schools, this report shaped an end-in-view, a vision of teacher preparation and school improvement which is grounded in the creation of a new, dynamic institution. Called a 'Professional Development School' (PDS), such an institution,"many of which will purposely be sited in poor areas"[19], would be centered in a local public school. The students, teachers and administrators in this school, liberal arts faculty and faculty of

schools/colleges of education, and representatives of various social agencies within the school's local community, would develop as a learning community, with their capacity to establish their own ends-in-view, to set their own agenda.

Clearly aware of the difficulty of pursuing this vision, those responsible for shaping the outline of PDS stress the fact that they are beginning a process, one "that will take a long time." [20] Indeed, this will a journey which in effect has no ultimate end save for the continuous need to revise, to reconstruct any decisions and actions taken in light of improved ways of thinking about teaching and learning. Clearly they are aware, as Dewey argued, that "community life does not organize itself in an enduring way purely spontaneously. It requires thought and planning ahead." [21]

No effort is made in TS to suggest that there is one best system for education either for teachers or children. Indeed, every effort is made to promote "diversity and experimentation"[22] among these PDS, avoiding at all costs any semblance of a top-down orientation toward the improvement of schooling.

Laboratory Schools (LS)

There will be those who associate PDS institutions with LS; clearly their are some parallels. Both are connected with the preparation of teachers; each would be the locus for practice by prospective teachers; each would have prospective teachers observe demonstrations and emulate master teachers. There the comparson largely ceases.

A PDS is not meant to be simply another laboratory for university research, nor a demonstration school, nor a clinical setting for student teachers or interns. Instead, it will be a "partnership between the public schools and the university"[23] combining all of these together; specifically "a school for the development of novice professionals, for continuing development of experienced professisonals, and *for the research and development of the teaching profession."* [24] The PDS then is a much more ambitious effort to promote a fundamentally reflective, progressive view of teacher education and improvement, recognizing that "the schools in a democracy are rightly everybody's business,"[25] and that, therefore, if lasting change and improvement of schooling is to occur the context with which all of the uncertaintes in which schools are situated will have be be the locus for any reconstructive efforts. "At the heart of democratic life is acceptance of uncertainty and the personal.The school

should be an area of uncertainty. The goal is to learn to live with uncertainty, live with it productively."[26] And to do this will mean that we will need to change the theory of knowledge around which current approaches to the improvement the quality of schooling and learning are based. This theory, as Schon has pointed out, is based on the concept of "privileged knowledge which it is the business of teachers to teach and students to learn... Teachers are seen as technical experts who impart privileged knowledge to students in a system built, in Israel Scheffler's phrase, on the metaphor of "nutrition."[27] Prospective teachers and administrators spend most of their time in college classrooms listening to lectures delivered from textbooks based on research that is weakly connected to life as a practicing teacher. The sharp separation between theory and practice which emerges from such practices, and which has so powerfully dominated the thinking in teacher education, particularly during the last two decades, will need to be eliminated. Instead, the context in which a PDS is situated will be the source of ideas about how teaching and learning can be improved **in that particular location**. The PDS would take an active rather than a passive role in the process of improving both teaching and learning.

Guiding principles of PDS

Six principles are suggested as guides for for those who attempt to develop a PDS. The end-in-view of the first two of these principles represents the very heart of a PDS. Very ambitious and potentially empowering in nature, these two are based on the view of Dewey that "...growth is the characteristic of life [and that] education is all one with growing; it has no end beyond itself. The criterion of the value of school education is the extent in which it creates a desire for continued growth..."[28] TS are to become places which stress "the kind of learning that allows you to go on learning for a lifetime."[29]

At the same time such learning is to go on only within the framework of communities of learning; communities in which people construct meanings, drawing on their respective contexts to make sense of their environments. "Conversation, experience, interpretation, criticism, engagement, voice, participation, purpose:..." [30] These are some of the words linked with these first two principles, principles which emphasize continued learning and growth, and the construction of learning communities.

The first two guiding principles, then, combine a deep, mutual respect for students, school and university faculty, administrators, the

larger community by stressing the need to acquire and practice the arts of participation in dialogue, in conversation, in the sort of collaborative discourse required by a democratic community. "Schools," TS argues, "should be public democratic spaces where young citizens learn critical thinking and civic courage ... knowledge has to operate in the service of values. Prospective teachers will need cultural and civic intelligence to place knowledge in context and make judgments about values." [31]

The third principle of TS argues that we need to develop these communities of learning in a society in which families exist and live in quite different ways and on many different and unequal levels. One of the significant challenges which a PDS will confront will be the ability "to create such communities in a society whose families live on very unequal terms." [32] Expressing a deep concern about the efforts to standardize schooling which have marked the top-down approach to learning and teaching put in place during the past two decades, TS advocates a position which deeply respects the uniquess and diversity of students. It will require teachers to become keen students of learners, to acquire an understanding of different world views, to gain insight into the different ways in which diverse children learn. Prospective teachers, then, "must

understand the crossroads between language, cutlure, and cognition." [33]

The fourth principle of TS argues that in a PDS "teachers, teacher educators, and administrators are expected to go on learning, too." [34]Indeed, the major point of TS is the lifelong learning of teachers. Most schools tend not to stress or draw on the capacities of teachers and administrators to grow in their understandings and practices.

Clearly allied with this principle is the fifth principle of a PDS which stresses the need to "make reflection and inquiry a central feature of the school and a visible, well-organized presence in the school district."[35] TS argues that teachers need to be provided with opportunities to contribute to the knowledge base of their profession, "to form collegial relationships beyond their immediate working environment, and to grow intellectually as they mature professionally." [36]

Such research will emerge in the context of the school from matters that are of vital to its circumstances. PDS need to establish and sustain a network of relationships with other PDS which will develop the potential for having "a broad impact on American education generally." [37] TS is clear and forceful in its stress on the need to be particularly clear

about the inquiry function of PDS "as a center of inquiry with its own agenda, drawing the sustained attention of collaborating school and university faculty to the school's own critical questions of practice." [38]

The final principle of TS suggests that the organizational structure of PDS will look and act quite differently from traditional discipline-centered schools. Teachers, administrators, students, faculty from the arts and sciences and the school of education of a cooperating college or university, along with persons from the wider community will work collaboratively in reconstructing the roles and responsibilities of those who become involved with a PDs. This new institutional structure will be keyed to the educational needs of individual students, quite similar in many ways to the Individualized Educational Plan which has come to be such a significant component of special education.

Recognizing the uniqueness of individual students, awarenss of the need to support flexible staffing patterns, shifting towards new forms of accountability and professional decision-making, balancing the uniqueness of individuals with the collaborative relationships required by democratic communities, and the vital necessity of a true reciprocal relationship with the university/college represent significant guides for managing the implementation of a PDS.

Implications

Let us employ the three essential elements of our model of reflective thought to identify three significant implications of PDS.

Biography

One clear implication of TS is the change it will bring about in the traditional location of much of the work of university-based teacher educators, including foundations professors, and, conceivably, of some liberal arts faculty. As a consequence of this change teachers and administrators in the PDS will be empowered to become much more significantly involved in all aspects of teacher preparation than is currently feasible for many of them. Faculty from the school or college of education, as well as from a liberal arts faculty will, as a result, find themselves in the position of having to work much more closely with the teachers and students in the PDS. If faculty from the college/university are to be expected to pursue this sort of career, however, the traditional college/university reward systems and status granting mechanisms will need to be sharply modified.

Context

The terms 'professional' and 'expert' very likely will acquire new

meanings. Because all contexts, hence all PDS, are inherently unique and open-ended, in Schon's sense that "they are susceptible to modification, explosion or abandonmnet in the face of the next here-and-now,"[39] the traditional notions of expertise, of professionalism will be incompatible with this open-ended view of human growth. "In existential terms, " Schon argues, " 'expertise' and 'professionalism' ride lightly as bodies of theory purporting to explain and guide practice, theories whose relevance is constantly subject to the test of the here-and-now." [40] This loss of a stable state, this recognition that context is always emerging in ways which challenge the notion that cumulative bodies of theory can be learned which can then be applied to particular situations to achieve predictable outcomes means that the nature and very meaning of what it means to be a professional educator will have to be revised; requiring the development of a new breed of teacher, a new meaning of the term 'professional' in teacher education. No longer will the knowledge base of teacher education be seen as something which can be acquired apart from actual practice, in a stable form. Instead, the integral relationship between theory and practice will most certainly become very clear to all who participate in a PDS.

End-in-view

The improvement of teaching and learning will be seen as conditioned by the flux of local circumstances, continually in need of study, deliberation, modification and remodification, as the various agents engaged in the educative process, university faculty, site teachers, classroom learners, prospective teachers, career professional teachers searching for their own renewal and growth, various groups and agents from the larger community, create and participate in a learning community which stresses the values associated with democracy, with openness, with a form of transformative discourse which empowers each participant with the right and the desire to engage in shaping purposes, and an understanding of the quality of learning which is likely to be acquired in the the pursuit of these purposes.

Summary

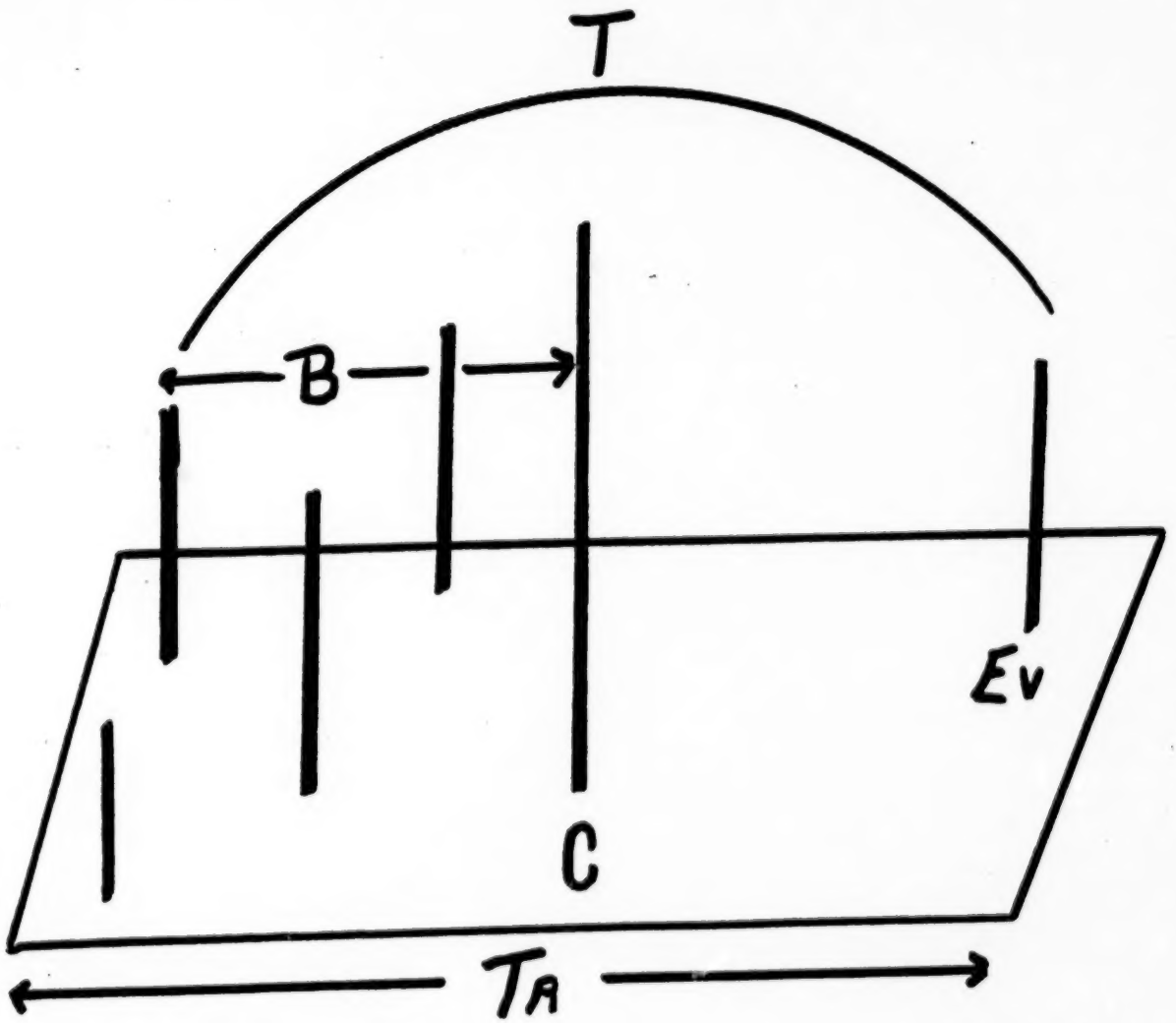
The intention of this paper has been to examine in broad outline, from a reflective standpoint, the major attributes of PDS. The invention of this institutional form was deemed necessary by the members of the HG in order to bring about relevant, sustained improvement of teaching and learning in our public schools.

A physical model was employed to assist in maintaining a clear image of three significant interrelated components of reflective thinking.

The implications of PDS for teacher preparation and classroom practice were developed in line with these components.

APPENDIX

(The drawing below represents in general outline the physical model which was employed in conjunction with this paper. See reference no. 4 for elaboration.)



REFERENCES

1. Tomorrow's schools: Principles for the design of professional development schools. (1990). Michigan State University:The Holmes Group, Inc. x.

2. Ibid., 57.

3. Gardner, David Pierpont, Chairman. (1983, April). A nation at risk. Washington, D.C.: U.S. Department of Education.

4. Bauer, Norman J. (1989, April). "Physical models of schooling, the 'ought' question and educational change." ERIC Documents. ED 311 582.

5. Tomorrow's teachers (1986). Michigan State University: The Holmes Group, Inc. (1986). 74.

6. Ibid., 74.

7. Ibid., 74.

8. Ibid., 61.

9. Ibid., 61

10. Ibid., 62

11. Ibid., 62.

12. Ibid., 62.

13. Ibid., 64.

14. Ibid., 65.

15. Ibid., 66.

16. Ibid., 67.

17. Shortly after the publication of **Tomorrow's teachers**, in March, *1987, the HG commenced publishing a regular quarterly newsletter* entitled **Forum**. Its most recent issue was Volume V, Number 2, Winter, 1991.

18. Tomorrow's schools: Principles for the design of professional development schools. Op.Cit.

19. Ibid., 33.

20. Ibid., ix.

21. Dewey, John. (1929). Experience and nature. New York: Dover Publications. 61.

22. Ibid., x.

23. Ibid., 50.

24. Ibid., 1.

25. Ibid., x.

26. Ibid., 3.

27. Schon, Donald A. (1983). The reflective practitioner: How professionals think in action. United States of America: Basic Books, Inc. 329.

28. Dewey, John. (1961,1916). Democracy and education: An introduction to the philosophy of education. Paperback Edition. New York: The Macmillan Company. 53.

29. Tomorrow's Schools. Op. Cit. 7.

30. Ibid., 12.

31. Ibid., 25.

32. Ibid., 3.

33. Ibid., 42.

34. Ibid., 45.

35. Ibid., 56.

36. Ibid., 57.

37. Ibid., 64.

38. Ibid., 66.

39. Schon, Donald A. (1971). Beyond the stable state. New York: The Norton Library. 235.

40. Ibid., 235.